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## The Factors that Influence The Development Of Pineland Colored School

Frank Bryant

*Prairie View State Normal And Industrial College*

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THE FACTORS THAT INFLUENCE THE  
DEVELOPMENT OF PINELAND COLORED SCHOOL

By

Frank Bryant

A Thesis in Education Submitted in Partial  
Fulfillment of the Requirements  
For the Degree of

Bachelor of Science

in the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College

Prairie View, Texas

August, 1936

Approved by *Namie Belle Jenkins*



## ACKNOWLEDGMENT

Grateful acknowledgment is made to Mr. G. S. Smith who rendered a valuable service in giving information concerning the history of the Temple Lumber Company in Pineland, the number of colored houses, and the number of colored employees; to Superintendent W. B. Hargis who furnished information concerning the number of teachers who taught in the Pineland Colored School from 1907 to 1920; to Miss N. B. Jenkins who gave helpful criticisms and inspiration to the writer while writing the manuscript.

F. B.

Prairie View State College  
Prairie View, Texas  
August, 1936

6 2 2 2 2 2 6

DEDICATED

To

My Wife and Son  
Mrs. Goldie B. Bryant  
and  
Frank Bryant, Jr.

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# CHAPTER I

## INTRODUCTION

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This is a discussion of the factors that influence the development of Pineland Colored School. The purpose of this discussion is to give a vivid description of the influencing factors of the school and at the same time give helpful information to the writer and to those who may read the article.

No evidences were found in the records left by the four teachers from 1907 to 1920 showing that a similar study of the problem has been made.

The nature of the material is historical and descriptive. First, the manuscript gives a brief history of the Pineland community and the school for the Negro children. Second, the material seeks to enumerate and describe quite concretely the various factors influencing the development of the Pineland Colored School.

Through personal interviews and investigations, and by observation and participation in community activities the data for this report were secured.



## CHAPTER II

### C O M M U N I T Y

Pineland community is located in the extreme eastern part of Texas in Sabine County; in independent district number three; on state highway number eight. It is twenty-five miles north of Jasper, Texas and twenty-five miles south of San Augustine.

The site for the Pineland community was selected thirty-three years ago. The site was not selected by the Temple Lumber Company. In 1907, twenty-nine years ago, the Temple Lumber Company came in possession of the site.

The company set up a saw milling plant for the purpose of manufacturing yellow pine into lumber. Yellow pine was manufactured for a period of seventeen years. In 1924, twelve years ago, the manufacture of hard wood began. Both native yellow pine and hard wood lumber is produced.

The site is now a saw mill community located in the midst of yellow pine and hard wood.

The total population as shown by the last census is eighteen hundred. Thirty percent of this number is colored.

There are at present one hundred fifty children of school age; forty pre-school age; and there is an average



prospect of at least ten children yearly.

From personal observation and information received through informal conversations it was found that the school population has remained constant for about ten years.

It was found through investigation that it is impossible to ascertain the correct number of births and the correct number of deaths among the colored population. It was found out that the Negro births and the white births are kept together; and that the Negro deaths and white deaths are kept together. The statistical records have no birth and death curve or charts to give specific information that may be studied as an influencing factor.

The study shows that it would be quite beneficial that such matter of this nature should receive due consideration or attention.

There are three mid-wives in the Pineland Colored community. These mid-wives play a great part in caring for mothers at the birth of their children.



### CHAPTER III

## ENTERPRISES

---

The enterprises are lumbering and truck farming. Lumbering is the chief industry.

The conditions are quite favorable for lumbering for the reasons following: First, there is an abundant LUMBERING natural resource in the form of yellow pine and hard wood timber. Second, the timber is accessible, that is, no difficulty is encountered in getting the logs to the saw mill. Third, fuel is cheap. The kinds of fuel used are oil and the by-products from the timber. Fourth, the market for the lumber products is easily reached by railroad and highway. Fifth, labor is plentiful and can be secured at a reasonable salary. Sixth, lumber was sold and sells at a price that permitted the business to operate with profit, even in 1929 to 1933 when lumber prices were low. Seventh, there is a great demand for lumber. Some of the best grade of lumber sells for approximate one hundred dollars per thousand feet. The demand for pine lumber is greater than the amount the saw mill supplies.



The Temple Lumber Company is the owner of the lumber enterprise.

There are approximately five hundred employees of the lumber industry. The employees are composed of white, colored, and foreign born. Fifty-six percent of the employees is white; forty-two percent is colored; and two percent is foreign born.

Truck farming is very important around Pineland. The soil is suitable for truck growing, being of a rich, sandy type. The climate is also favorable. The summers TRUCK FARMING are long, the winters are not so long and cold. Yet at times, it gets very cold. The climate is of such nature that the truck grower, by properly managing, can keep something growing the year round. This is not the only condition favorable for truck growing. There is a ready market for the truck farm products. Therefore, the soil, climate, and market are favorable for year round truck farming.

The total population including five hundred employees for the lumber industry is one thousand eight hundred. About sixty of these employees have seasonal gardens but do not furnish enough vegetables for the employees. Vegetables are supplied by the truck farmers. This aids

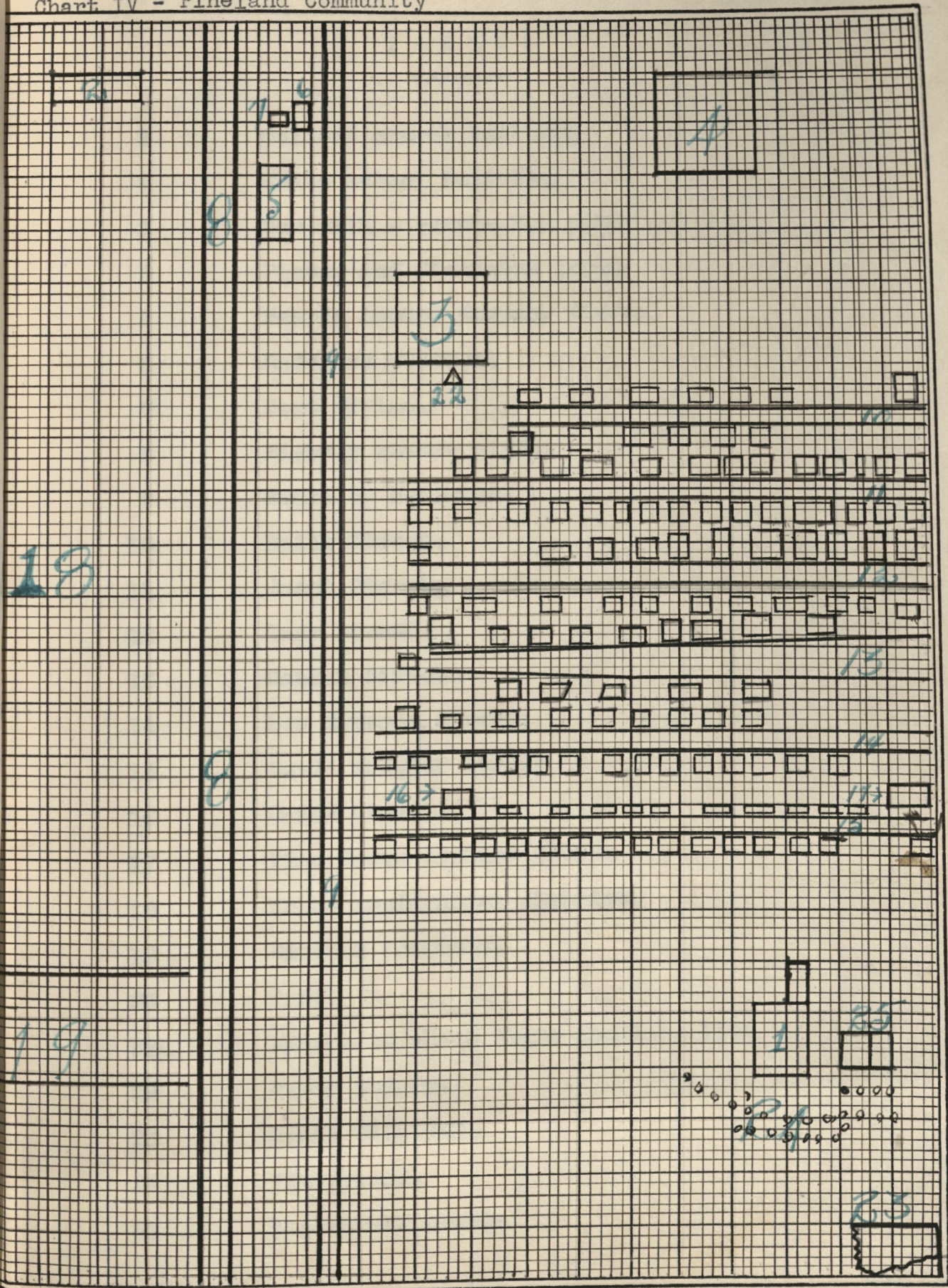


the employee and also the truck farmer.

There are five truck farms owned by Negroes and ten truck farms owned by whites. They pay tax and some of the tax money that they pay go to the support of the schools. The truck farmers have children that go to the Pineland schools. This is a great factor in influencing the school in that the state paid so much per capita, \$17.50 for the school year 1935-1936. Moreover, parents who have children going to school will feel as if they are a part of the school system. In fact, they are.



Chart IV - Pineland Community





# T A B L E S ---

- 1 Colored school building.
- 2 White school building.
- 3 Saw mill - source for power and light.
- 4 Planer and dimension plant.
- 5 Temple Lumber Company Store.
- 6 Railroad station.
- 7 Post Office.
- 8 Highway number eight.
- 9 Santa Fe Railroad.
- 10 Bally Street.
- 11 Jacob Street.
- 12 Cafe Street.
- 13 Nathan Street.
- 14 Ben Freeman Street.
- 15 David Traylor Street
- 16 Union Church.
- 17 Pine Grove Baptist Church
- 18 White residential district.
- 19 Mexican Quarters.
- 20 Cafe.
- 21 ☐ ☐ Houses in which Negro families live.
- 22 Water supply.
- 23 Waste disposal.
- 24 ☐ ☐ ☐ ☐ Playground.
- 25 ☐ ☐ Basketball court.



After viewing the colored residential district from the chart, the next thing in order, it seems, is to describe a typical house for the colored. First, the houses are owned by the Temple Lumber Company and they are rented to the colored people. A description of one of the houses follows:

The typical building in Pineland is a four room house constructed in the form of an "L" and is made of a number HOUSES one grade of long leaf pine lumber. The building is of the frame type with pine heart sills placed on pine heart blocks. The studding joints and rafters are of heart pine well seasoned. The walls are made of pine drop siding and they are nailed to the studding carefully on the outside to make the frame. The inside of the studding is covered with number two pine ship lap. The ceiling is made of pine one by four number one lumber. The rafters are made of heart pine, two inches by four inches, and are covered with cypress shingles. The flooring is made of well planed pine heart one inch by four inches.

There are four outside cypress doors on the building. Each building has three inside cypress doors. There are twelve glass windows of standard size in each building



admitting sunlight for every room at some time in the day.

Each building is lighted by electricity, having at least one drop in each room. Each building is heated by the modern type of heater. Flues are constructed in each building.

For the purpose of preserving the lumber and to add beauty to the particular house and community as a whole, each building is painted with the best grade of white paint.

There are one hundred forty-four colored families in Pineland. The school population comes from sixty-FAMILIES four of these families. The average family, from which the children come, has two children. The size of the families range from three members that is a family of mother, father and one child, to a family of ten members that is - a father, mother and eight children. Twenty-four children attending school come from fifteen families broken by seperation. Nineteen children attending school come from nine families broken by death. Thirty-seven and five tenths percent of the families that send children to school are broken. Twenty-three and five tenths percent are broken by seperation. Fourteen percent are broken by death.



The average income of each family is \$13.50 per week. The range is from \$11.52 to \$18.00



## CHAPTER V

### SCHOOL PLANT

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The school plant is located south of the colored residential district. The site was selected in 1915. Fifty yards south of the site is a large pond covering about eight acres that furnishes water for the saw mill. Two hundred yards west of the site is the Santa Fe Railroad with two regular passenger trains passing between ten O'Clock A. M. and one O'Clock P. M. State highway number eight is three hundred yards west of the site. The school site is not more than two hundred yards from the nearest houses in the colored residential section and the farthest house is about one-third mile from the school plant. The site is so located as to make it easily reached and is so located as to be in the most suitable place for all the pupils.

The Temple Lumber Company train passes between the school site and the colored residential section. From six or eight trains hauling logs pass between the hours of six A. M. and six P. M. daily. The log train crossing is one hundred fifty yards from the school building.



This is quite unsafe as there are a large number of pupils, large and small, who at times must cross the cars in order to reach the school building. The writer often cautions the pupils concerning the train and the many dangers to be encountered. Although the train road is quite dangerous, it seems as if there is no way for the train to run unless it passes that particular way. The train men are warned to stay on the lookout for little children. These factors necessitate a definite safety program.

The school site is about two acres in size. It is large enough not only to provide space for the school building and the school activities but it is large enough to provide space for recreational activities.

The school site is roughly shaped like a rectangle. It is generally rolling in slope and this condition provides a favorable surface drainage. Furthermore, the shape and slope of the school site is quite conducive to the beautification of the site.

The soil is partly clay and loam. It could be used to an advantage as a school garden. No efforts however, have been made toward the operation of a school garden. The administration has recognized the soil as being fit for a garden.



The Pineland Negro school building was originally in shape. It was so constructed that as fast as the need BUILDING of the community demanded more room space could be added without detracting from the original beauty of the structure. Since the original plan was developed one new room has been added making the building take the shape of the "L".

The building is constructed of wood - long leaf yellow pine lumber largely of the number one quality. It is covered with a good grade of cypress shingles found in east Texas. The blocks and foundations are of the best quality of pine wood. The ceiling is of a better grade and the walls are aesthetically arranged giving beauty to the interior of the building.

There are six openings in the building. These are filled with beautiful first class cypress doors. These doors are so placed that the pupils of each room may leave and enter their rooms without disturbing teachers and pupils in other rooms. They are arranged and placed so that the principal may visit each room of his assistants without having to go out into the weather when it is unfavorable. Then, too, he may go to each room from the outside if he so desires.



The doors swing on the inside. It seems as if this is not a safe method. I read of a certain college where approximate three hundred students were smothered to death as a results of the doors swinging on the inside. When the building caught fire all the pupils ran to the door which was closed and they jammed the door so much so that it could not be opened. Bearing this very serious incident in mind, the present principal of the Pineland Colored School for the sake of safety, should recommend that the doors all open or swing from the outside.

The windows are so placed as to give plenty of light for all school activities. There are twenty-seven windows in the building. They take up about one-fifth of the floor space. They are about three feet ten inches from the floor and extend to about one and one-half foot from the ceiling. The windows are on all sides of the room. They should, however, be on just one side of each room.

It was mentioned in another section of this chapter that the school ground was large enough to provide space for recreational activities. This being true the attention  
PLAY GROUND is called to the playground. It covers a space of one and one-half acres free from obstructions.



The slope averages four inches to every one hundred feet. The playground is largely rectangular in shape. The playground has a baseball diamond 80' x 80'; a croquet court 30' x 60' and a basketball court 40' x 80'. Provisions are made on the south west side of the building for smaller children to play. The equipment includes swings and seasaw. The playground is arranged to provide for games as selected from Bancroft.<sup>1</sup>

The basketball court is enclosed. The enclosure touches the west corner of the school building. The court is equipped with electric lights. Games can be played at night as well as they can be played in the day time.

Pineland being a sawmilling industry and many of the employees being on their jobs from early in the morning until late in the evening the administrators deemed it essential to have games played at night so that employees would have an opportunity to see the games.

The playground has been a great influencing factor of the school. The present principal plans for a greater playground activity program for next year.

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<sup>1</sup> Bancroft, Jessie H. Games for the Playground, Home, School and Gymnasium  
The McMillan Co., N. Y., 1931.



## CHAPTER VI

### EDUCATIONAL MANAGEMENT

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The next thing that should be considered is the Educational program. School management is to be considered first. According to Barnes, "school management SCHOOL MANAGEMENT is that directing of every-day business of a school which results in the largest gains of practical knowledge and skill, useful habits, and desirable feeling and attitude with the least friction and waste".<sup>1</sup>

This definition of school management seems to be the best to be used as an influencing factor in guiding and directing the management of the Pineland School.

The second step in the school program is the first step in management - namely, organization. No school can ORGANIZATION do its best without organization. According to Sears, organization is an economic and systematic distribution of duties and responsibilities. The Pineland Colored School is influenced by its organization. The Board of Education, the Superintendent of schools, the principal, the teachers, and parents help to make up

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<sup>1</sup>Barnes, Ina G. Rural School Management.  
The McMillan Co., N. Y., 1925, p. 9.



the organization.

The State Department of Education has a State Superintendent, first and second assistants, supervisors of research, accounting, supplies, Junior High Schools, Agriculture, Home Economics, Industries, rehabilitation, curriculum, textbooks, school plant, certification, census and directors of supervision, rural aid with an assistant. The special supervisor is director of the Division of Negro Education.

The state is supreme in the control. All regulations concerning taxation, certification, school buildings and other matters of education, textbooks, are selected and furnished by the state. The money is apportioned according to census. Seventeen dollars and fifty cents is given for each child of school age (six to eighteen years) living in the district.

The present and past district superintendents, as influencing factors, have been and are favorable. The superintendent of schools at the present time is a young man well trained from an academic standpoint. He is alert, broad minded, progressive and sympathetic. His educational vision is clear and broad. He puts forth every effort, as far as he is able, to make the colored school a success.



The Pineland school system has been quite fortunate in having superintendents of schools who were "up and on the job". All of them have been interested in the welfare of the colored school. Each superintendent has been able to put his plans through by having principals who had the ability to support, execute and follow.

For a long time, there was only one teacher. That teacher was principal and all. But as a results of the principals having vision, tact, push, executive ability, and common sense, too, the school has grown from a one teacher's school to a three teachers' school. It has grown, also, from an elementary school of about six grades to a school of ten grades. It is not enough to have a good board, a good superintendent and a wide-awake principal, but there must be some excellent teachers.

The teachers of the Pineland Colored School have been willing to work and cooperate and do everything that they knew possible for the success of the school. They have been teachers who did not look for four O'Clock and pay, but teachers who had the welfare of the school and entire community at heart.

Therefore, by having such splendid characters to compose the school organization, success will be accomplished.



Not only have the county and district officials proved helpful, but also the State Department of Education. This department has been quite helpful in sending out bulletins and furnishing other kinds of help.

Management and organization are not the only factors of the educational program. Next to organization is control CONTROL then local administration. There are many administrative functions of the local educational program, two of which will be mentioned. They are: (1) visitations and (2) attendance plans. Each year visits are made to the various homes of the community for the purpose of getting helpful information that will serve as a basis or background for the properly handling of the pupils and a general check-up on the community as a whole. Each year there have been outstanding problems and cases, but they are being reduced to a minimum through the visitation method. Through visiting by the teachers, the patrons seem to take a greater interest in school so much so that the pupils as a whole attend school regularly. So regularly do they attend school that the truant officer has hardly anything to do. However, at the best that can be done there will be some pupils who will remain out of school. Yet it seems that those few who remain out of school have a legal cause to do so, or they are at least out of the reach



of the law; that is, the most of them have completed the seventh grade and got excuses to work as their people need their (the pupils) help. As the attendance has been as it has, there has been no need for drastic check-up on the pupils.

After considering management, organization, local administration and programs, the attention is now called ACTIVITIES to activities. Before a discussion of activities is begun it will be well to define an activity. According to the California Teachers' Guide to Child Development, an activity is any large learning situation brought about by the strong purpose of a child or group of children to achieve a worthy end desirable to themselves, which, like those situations in life through which we are most truly educated, draws upon a large number of different kinds of experiences and many fields of knowledge.<sup>1</sup>

As there has been given a definition for an activity, it will be well at this point to give a definition for an "activity program". Again, according to California Teachers' Guide to Child Development, the term "activity program" means a school curriculum which provides a series of well selected activities for different levels of groups; which

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<sup>1</sup>Caswell and Campbell - Curriculum Development  
The American Book Co., Chicago,  
1935, p. 226.



offers opportunities to children to engage in worthwhile, satisfying experiences while carrying out their most worthy and most challenging purposes.<sup>1</sup> The next things to be considered are some of the activities of the Pineland Colored School. Some of them are (a) community activities of the principal, (b) Parent-Teachers Association, (c) exhibits, (d) excursions, (e) children's fair, (f) publicity and (g) visiting week. The community is entitled to more than the educational crumbs that fall into the homes through contacts with school children.

The principal has a definite policy of helpfulness in community endeavors; a purpose and determination to raise the standard of aspiration and helps in releasing latent powers that can and will bring about community improvement. His success or failure depends upon his attitude and in a large degree on his activities in his community. The principal has served as an influencing factor in his community in three ways. First, he was able to secure from the whole community the comments and suggestions which bear upon child welfare especially where they affect the school. Second, he interpreted the program

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<sup>1</sup>Caswell and Campbell - The Curriculum Development  
The American Book Co., 1935,  
Chicago, p. 226



of his particular school to the people of his community; and third, he is actively engaged in the various activities and interests of his community. The principal has attempted to discover the changes of his community and interpret them to his people, and at the same time formulate an educational policy that would meet the needs of his community in terms of the change. The principal also has studied his community in relation to every organized effort and the changes that are being made yearly. His contacts with community agencies have had for their purpose the making the school meet the needs of community life. Not only were the principal's immediate activities an important factor but the Parent-Teachers Association as well.

The Parent-Teachers Association connected with the Pineland Colored School was organized twelve years ago. The people as a whole did not understand the real function of the organization at first. As soon as they were educated to the meaning of it, they were quite willing to live up and cooperate every way that they knew possible. As an influencing factor of the school, there has been no other factor that has played a greater part than the Parent-Teachers Association. The organization has helped



and is helping. It has helped (a) to get teaching materials, (b) to get playground equipment, (c) to give banquets for juniors and seniors at the closing of school, (d) to bridge the gap between the home and the school, (e) to provide a home-like environment for the lady teachers who do not have permanent residences in the community and (f) to formulate and render programs that advertise or sell the school to the public. The Parent-Teachers Association has made other specific worthwhile contributions. For the last two years the organization had for its major project the painting of the exterior of the building and the interior of the school building was painted. The two projects were successfully worked out. The cost of the two projects was one hundred sixty-five dollars. The working out of the projects has given the Parent-Teachers Association aspiration and new hope.



		Mr. Bryant	Mrs. Bryant	Miss Martin
		GRADES	GRADES	GRADES
TIME	MINUTES	TENTH - NINTH - EIGHTH - SEVENTH	SIXTH - FIFTH - FOURTH	THIRD - SECOND - FIRST
8:35-8:50	15	OPENING EXERCISES ALL GRADES		
8:50-9:20	30	Recite Algebra - Ninth, Recite Geometry - Tenth	Recite Arithmetic - Sixth	Recite Reading - First
9:20-9:50	30	Recite Algebra - Eighth	Recite Arithmetic - Fifth	Recite Reading - Second
9:50-10:20	30	Recite Arithmetic - Seventh	Recite Arithmetic - Fourth	Play - First, Recite Reading - Third
10:20-10:35	15	RECESSION	RECESSION	
10:35-11:05	30	Recite History - Ninth and Tenth	Recite History or Reading - Sixth	Numbers - First and Second
11:05-11:35	30	Recite Science - Eighth	Recite History or Reading - Fifth	Recite Arithmetic - Third
11:35-12:00	25	Recite History or Civics - Seventh	Recite Reading - Fourth	Supervised Drawing or Writing - First and Second
12:00-1:00	60	NOON	NOON	
1:00-1:30	30	Recite English - Ninth and Tenth	Recite Language - Sixth	Language Lesson - First and Second
1:30-2:00	30	Recite English - Eighth	Recite Language - Fifth	Language and Spelling - Third
2:00-2:25	25	Recite English - Seventh	Recite Language - Fourth	Spelling - First and Second
2:25-2:45	20	RECESSION	RECESSION	
2:45-3:15	30	Recite Science - Ninth and Tenth	Recite Geometry or Physics - Sixth	Geography and Writing - Third
3:15-3:40	25	Recite Science - Seventh	Recite Geometry or Health - Fifth	
3:10-3:40	30		Recite Geography or Health - Fourth	Recite History - Eighth
3:40-3:55	15	Clearing up Period	Clearing up Period	Check-up
3:55		DISMISSAL FOR HOME		



## ANNUAL PROGRAM 1936-1937

D A T E	T I M E	E V E N T S
September 14	8:35 A. M.	Opening of school
September 17		Constitution Day
September 21	2:30 P. M.	Parent-Teachers Association
October 12		Columbus Day
November 11	8:00 P. M.	Armistice Day Program
November 26		Thanksgiving Day
December 24	8:00 P. M.	Christmas Tree
December 25		Christmas Day
January 1		New Year's Day
February 12		Lincoln's Birthday
February 14		Valentine Day
February 22	8:00	Washington's Birthday Program
March 2		Texas Independence Play
March 21		Spring begins
		World wide Prairie View Day
April 23		Wild Flowers Day
April 24		Picnic
May 1		Child Day
May 16		Closing

SPECIAL DAYS ( Easter  
( Basketball games



CHAPTER VII  
OTHER FACTORS

Not only have the above mentioned factors played a great part in influencing the development of the Pineland Colored School, but there are others, some of which are the churches and the theater. There are three churches CHURCHES in the Pineland colored community, two of them are Baptist and the other one is colored Methodist Episcopal. The denominational creeds do not influence their attitude towards the school. They cooperate and try to put into practice the saying of the philosopher Montaigne, "There is not a body nor yet a soul that we are trying to educate but it is the man and we must not divide him".

Whenever there comes a time for the school to put over a project, the churches can be counted on one hundred percent, and when the churches attempt to put over a program, the school can be depended on likewise. So great is the influence of the churches upon the school that it is felt if the churches and school should cease to cooperate, the school would gradually go backward. This justifies the conclusion that the churches of Pineland greatly and favorably influence the development of the schools.



The theater is a factor in influencing the Pineland Colored School. It is not to be understood, however, that THEATER all pictures, that show or entertainments given, have desirable influence on the school. Some that favorably influence the children enrolled in school were "The Story of Christ", "Uncle Tom's Cabin", "Abraham Lincoln", and others that space will allow not to mention. When such desirable pictures are shown the Temple Lumber Company manager gives complimentary tickets to all children attending school.



## CHAPTER VIII

### SUMMARY AND CONCLUSION

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The writer has enumerated and described the factors that influence the development of the Pineland Colored School, in the summary and conclusion these factors are classified as factors that are desirable, factors that are hazards and factors that influence the future developments.

Factors that have desirable influence upon the development of the school are: community location and population; the lumbering and truck farming enterprises; the location of the houses and the families in the residential district; the site, building, playground and equipment; the management, organization, control, local administration, and activities of the educational program; the community superintendent; principal; teachers; yearly daily program of the Pineland Colored School, Parent-Teachers Association; churches; theater; source of water and light supply.

Factors that are hazards are: the Temple Lumber Company log train, that runs over a track within fifty yards of the school site, that all children must cross going to and from school; eight acre pond fifty yards south of the school building; Santa Fe railroad two hundred yards



west of the school; and the community place for disposing waste three hundred yards south east.

Factors that suggest or influence the future developments are: the unimproved and unnamed streets; the past, present, and future school and community population; birth and death records; the average annual prospective births; the expansion of the enterprises; heating services and sewage disposal.



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